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This survey was undertaken to determine what programs are needed for disadvantaged students at the college level, what programs are underway in New York State, and the primary considerations of persons and institutions operating such programs. Of 167 schools contacted, 86 of the 134 that responded had programs at pre-college or college levels. Roughly 64% of all colleges and universities in New York State operate programs for disadvantaged students, with state-affiliated schools involved almost twice as much as non-state affiliated institutions. Most of the programs are designed to help students find a place in a particular college program and, through guidance, financial aid, and counseling, to maximize the students' chances of college success. Other programs do not provide specific college-placement services, but emphasize remedial language-arts, mathematics, science, guidance, and counseling. Opinions concerning the development of new programs for the disadvantaged vary from those favoring improvement of existing programs to those urging an increase in the number of students currently being reached. The major sources of funds for the programs are the colleges and universities, and the federal and state governments. The report contains a list of colleges and universities in New York State with the name and/or type of program in progress, level of program (pre-college or college), and type of student (high risk, average, or better). (WM)

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COUNSELING OFFICE STAFF PAPER NO. 1

HIGHER EDUCATION FOR THE DISADVANTAGED IN NEW YORK STATE:

A summary report of programs of higher education for the disadvantaged at colleges and universities in New York State

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Wenford L. Hood
Counselor

January 1969

HE 001 015

STATE UNIVERSITY COLLEGE
PLATTSBURGH, NEW YORK

In an effort to establish better communication, to continue professional thinking among counseling staff members, and to allow ourselves the opportunity to state our feelings in matters we believe are relevant to a counseling staff, we are embarking on a new endeavor. Counseling Staff Papers will be distributed on occasion to those interested in the functions of our office.

If we have ideas which state our position on college matters, these will be published. If surveys or research papers done by our office might be of current concern to others, they will be made available.

It is not our desire to flood the campus with our thoughts and concerns. The guidelines by which we will operate are few. 1) The relevance of the study or paper will be discussed by all members of the counseling staff. 2) The editing and the decision to disseminate the information will be the responsibility of the Coordinator of Counseling.

It is our hope that these staff papers will create some discussion. We welcome comments and criticism.

The origin of the idea for papers of this type and style must be acknowledged. This is not an original endeavor but is based on the success of staff papers edited by a man I personally hold in high esteem. From the Office of the Dean of Students at the University of Minnesota, E.G. Williamson has made available to others more than twenty six extremely interesting and sometimes controversial ODS Staff Papers over the past six years.

I sincerely thank him for his advice that others in student personnel work might do well to consider this method of communicating with colleagues.

LEE H. ALLEY
Coordinator of Counseling

As we in education are well aware, historically colleges and universities have tended primarily to serve the middle and upper income groups of society. The principle of simple economics has been, to a large degree, the prime determiner of this trend in education. However, in recent years we have been observing a slight tilt in the balances and the proportions are beginning to change relative to the number of students from lower economic levels who enter higher education. As a matter of fact we are rapidly moving into an era when higher education will undoubtedly be made available to all those who have the potential to be successful in higher education.

There are, even now, many groups and organizations within our society which are moving rapidly together to identify and prepare promising students for entry into higher education. These are students who generally would not be aware of, or would not be able to take advantage of, programs in higher education. We have become familiar with many of the federally supported programs such as Upward Bound and Talent Search. Business is pouring talent and capital into such programs, particularly in New York and other urban areas. Philanthropic groups, such as the Danforth Foundation and The Rockefeller Foundation are supporting, to the tune of hundreds of thousands of dollars per year, studies and programs aimed at identifying and supporting disadvantaged youngsters for a college career.

As John Egerton reported in the announcement Higher Education For "High Risk" Students [1] "A great many things are being tried by a relatively small number of institutions to mine the untapped potential of disadvantaged students, but only a handful of these institutions have marshalled all the resources available to them for this task." Many institutions are beginning to "identify" these students with grants and other funds provided by the federal government, but it appears that relatively few are putting to work a reasonable amount of their own resources of talent and facilities ➥

to actually admit to and provide a higher education for these students.

The directive made by Dr. Samuel Gould, Chancellor of the State University of New York, may be somewhat indicative of the direction in which the colleges and universities in New York - indeed the colleges and universities of the nation - may be expected to move. Dr. Gould recommended in the 1968 revision of the State University Master Plan that [2]"As a present and realistic goal for calculated risk admissions, each campus of the University will reserve up to five per cent of new admissions annually for disadvantaged applicants who may lack preparation, but who show potential for making good use of the opportunity for higher education." Another evidence within the State University of the concern for the educationally disadvantaged is the proposed State University Urban Center for Rochester which would augment existing centers in Brooklyn, Manhattan, Albany and Buffalo.

What is being done in pre-college programs (preparing "disadvantaged" high school students for higher education) may also serve as an indication of future needs for college-level programs for the students who would be unable to pursue a college education without outside aid or motivation. With the Office of Economic Opportunity's Upward Bound Program being transferred to the United States Office of Education we probably are safe in assuming that this program, and similar programs, will be with us for some time to come.

A question which seems particularly relevant for those of us who are involved in education at the college level is "What programs are presently needed for the 'disadvantaged' student and what are the primary considerations for persons and institutions undertaking programs for the disadvantaged?" In an attempt to answer this question, and in order to upgrade the counseling office staff's knowledge and understanding of what is being done to provide opportunities for higher education to potentially capable

disadvantaged students, I recently undertook a survey of all the [3]*colleges and universities of New York State seeking information relative to their involvement in the education of the disadvantaged.

Hopefully the information gathered will also be of some value to my faculty colleagues, as we are all becoming more and more involved with the type of student discussed here - even if only because of the fact that more and more of these students are appearing on our college campuses.

Because to most of us very specific data are often not necessary, I will confine my report to a general summary of the information I have gathered. I would, however, welcome inquiries about specific information which I have available as a result of this survey.

Following is the summary of the information which I have gathered. At the end of the summary you will find a list of the schools surveyed with the name and/or type of program in which the school is involved.

* All New York State colleges and universities as listed in American Universities and Colleges, by Allan M. Cartter, 1964, and Barron's Guide to the Two-Year Colleges by Seymour Eskow, 1967.

DEGREE OF INVOLVEMENT

The degree of affiliation with or commitment to a program for the disadvantaged is explained in some detail in the section devoted to consideration of the activity in programs for the disadvantaged by The State University of New York. Here, however, is a brief summary of that information:

Number of schools contacted	167
Number reporting back	134
Number reporting programs	86
Number reporting no program	46
Schools reporting they have closed	2

Based on the schools reporting back, indications are that roughly 64 per cent of all colleges and universities in New York State do actually operate programs for the disadvantaged.

LEVEL OF INVOLVEMENT

There are basically two levels at which colleges and universities are becoming involved in making available higher education to disadvantaged students. The first is the pre-college level which is usually intended to prepare high school students to enter college at a level of academic and social competency whereby they will be able to successfully cope with higher education. The second deals with students actually at the college level. This may include identification, recruitment, financial support, academic tutoring, counseling and all forms of academic and social compensation which will enable the student to be successful in his pursuit of a college education.

Of the schools reporting back, the percentages of schools involved at these levels are as follows:

Pre-college programs 38.2%

College level programs 61.8%

Pre-college and college level programs (both at same school) . . . 16.9%

This information may suggest that there are many disadvantaged students being accepted into college without being involved in a pre-college program. This is undoubtedly true in many instances. However, it should also be considered that a pre-college program might be accommodating more students than is its college level counterpart.

TYPES OF PROGRAMS AND THEIR MAJOR FUNCTIONS

Although there are obviously a great many different programs for the disadvantaged throughout the state, the primary objectives of the different programs appear to fall into two general categories. The first category involves those programs (1 of every 4.5) which are primarily aimed at overcoming academic and social deficiencies which would allow the student to become, in general, more able to compete for, and in, higher education. There is much emphasis on remedial language-arts, mathematics, and science offerings, with a strong emphasis on guidance and counseling.

There does not appear to be a specific and direct route into higher education for students in these programs. It is apparently expected that some institutions will somehow absorb these students into college curricula.

The majority of the programs for the disadvantaged (3.5 of every 4.5) appear to be aimed in a somewhat different direction. Although many of these programs also provide opportunities for remedial work, they tend to expend much of their efforts in helping the student find a place in a particular college program, either at the college where the program operates or at another, and helping him to successfully stay there by providing

guidance, academic help, social adjustment help, and financial aid - besides the pre-college part of the program.

Rather typical of statements of objectives of the two kinds of programs are the following. The first, coming from a large metropolitan university, is [4]"To provide intensive summer training . . . to talented but disadvantaged New York City students in grades 9 to 12, so as to maximize their chances of attending college, and doing well there."

From a college level program at an Ivy-league school comes the rather typical [5]"To provide immediate, educational opportunities for a significant number of disadvantaged students and to test the reliability of the usual admission criteria of the students."

TYPE OF STUDENT SERVED

Obviously there are many and varied reasons for colleges to sponsor programs for the disadvantaged. These reasons naturally dictate to some extent the type of student which will be invited to participate in the program. The types of students can be broken down into two basic groups - students who would be high risks in college programs and students who would have an average or better chance for academic success in higher education anyway. It is often difficult to generalize as to whether or not a student is a high risk for higher education, but programs which have replied respond as follows:

Programs serving only high risk students	42
Programs serving average or better students . . .	14
Programs serving both high risk and average or better students	14
Total replies to question	70

There were some indications that certain schools are making an attempt

to balance to some degree the number of minority group students on campus with the number of whites on campus. This may help to explain why there are students with average chances for success participating in programs for the disadvantaged.

SUCCESS OF PROGRAMS

It may also be very difficult to measure success in programs of this nature, but those returning the questionnaires apparently feel that there are indications of success. The replies to the question about whether or not the program appears to be fulfilling the function it was intended to fulfill were:

Yes	51
No	1
Yes and No	1
Total replies to question	53

ACCEPTANCE OF PROGRAM BY CAMPUS MEMBERS

Do you feel that the program is being well accepted? - may be a rather ambiguous question, but the reaction to this question may provide some insight into how various segments of college campuses feel about the programs.

Teaching faculty generally accept the program. About 90 per cent of those responding indicate faculty acceptance.

Administrators apparently accept the programs to an even greater degree than does the teaching faculty, with 96 per cent of the programs indicating acceptance from this sector of the campus community.

Student Affairs Personnel seem to rate exactly the same as administrators with 96 per cent acceptance indicated.

Students in the programs appear to accept well the programs in 89 per

cent of the cases replying.

The student population in general did not give as much acceptance to the programs as other sectors of the campuses according to the replies. Of those reporting, approximately 79 per cent indicated that students on their campuses give positive acceptance of the programs. Two per cent indicate students in general do not accept their programs, while 19 per cent remain uncommitted for one reason or another.

RELIABILITY OF APPROACH TO EDUCATION OF THE DISADVANTAGED

Although it is a very old cliche, there is still much truth in the adage "Experience is the best teacher" and this well known teacher has shown those involved in these programs that traditional approaches to higher education do not always work as well as might be hoped. Many of those reporting indicate that there are certain aspects of their program which could be altered, or something might be added, which would help the program in a significant way.

The Director of Human Resources for a private school for women suggests that [6]" . . . traditional admissions procedures and course offerings" might be altered for the better "By identifying and relying more on other human strengths which contribute to academic success, and by making curriculum more relevant to cultural experiences of all students."

Dean of Students W.F. Griffith of Colgate University pointed out that [7]"Flexibility in meeting individual needs of students should be the keystone of the program. Financial support for the program is extremely important and should not be underestimated."

One Financial Aids Director commented frankly that [8]"More dollars would help, so we could help more students."

The Director of Counseling at Hartwick College, Bruce O'Donnell,

replied, [9]"We are in the process of constant re-evaluation. A major change from last year: we no longer identify 'disadvantaged' students separately from others - - - the students themselves reacted strongly and negatively to this practice."

These quotes obviously are only examples from the many comments received, but they point out some of the most commonly mentioned aspects of programs which might be changed in order to help the programs significantly. Following is a list of some of the aspects most often mentioned.

Re-evaluation of admission procedures - including the possibility of new criteria for selection, and study of new means of evaluating applicants (for instance, it may not be possible to evaluate correctly the potential ability of an educationally disadvantaged minority group student with the same tool used to evaluate the potential ability of an educationally advantaged white student from a middle-class suburb).

Course offerings (curricula) - could be more relevant to student cultural and academic background, particularly in the initial stages of higher education, broadening as progress is made in the academics. Much mention is also made of the advisability of a lighter course load in the initial semesters.

Individual attention - is crucial to student success, including personalized guidance and counseling, tutoring, course selection, and instructor awareness of the uniqueness of the education of the disadvantaged.

Financial support - is obviously a must, without which a program cannot acquire sufficient qualified personnel to have an effective operation.

Outright identification of students - should be avoided as much as possible, according to many of the people responding. Students in the programs tended to respond negatively in many cases when they were openly identified.

FACTORS LIMITING INSTITUTION PARTICIPATION

The programs contacted indicate that there are various factors which limit the depth and range of involvement which individual programs are able to have in programs for the disadvantaged. Of the 71 programs replying to the question inquiring about limitations, 53 programs indicate that they are limited in the degree of involvement which they may have, while 18 programs indicate that they are not particularly limited in the degree of involvement which they may have.

Primary limiting factors for those so indicating ranked as follows:

Money	25 programs
Personnel	7 programs
Space	4 programs
Nature of Program	4 programs
Various other factors	13 programs
Total programs which are limited	53 programs

Money and personnel obviously limit involvement more than any and all other factors.

A rather candid comment about limitations of this kind comes from Handsel B. Mimyard who is Assistant to the Executive Vice-President at Fordham University. Mr. Mimyard says [10]"people with small minds and people and institutions with tight pockets" limit the degree of involvement in programs of this nature.

From Colgate University comes the reply that the limiting factors are [11]"Based on the limitations of admissions requirements and financial resources."

A privately controlled Liberal Arts college in New York City mentions the [12]"Lack of a sufficient understanding that such programs are no longer

optional, but are essential to the life and role of the institution."

FINANCIAL SUPPORT

It may be surprising to some of us to find that the major source of funds for the support of these programs for the disadvantaged is the college or university sponsoring the individual program. A partial break-down of the major sources of financial support as indicated by those programs replying to the question relative to financial support is as follows:

College or University Funds	32
Federal Government Sources	13
State Government Funds	11
Tuition	3
Private Foundations	2
Various other individual sources	5
Total replies to question	66

Secondary sources of financial support most often mentioned were:

University Funds

Foundations

State Government

Federal Government

TYPES OF PROGRAMS NEEDED AT COLLEGE LEVEL

Replies to the question "Can you make any specific suggestions as to what types of programs are still needed at the college level?" ranged widely. A selective sampling of comments follows:

From Dean W.F. Griffith of Colgate University comes [13] "The need is not necessarily for new projects, but for sound programs based on meeting the individual needs of the students. The goals and objectives of the existing

programs should be fully understood and the programs move toward these goals."

Dr. Rodney Felder, Dean of the College, Finch College, replies [14]"Some remedial work, perhaps special sections, more funds so students can devote all time to studies and not have to work for spending money, travel funds, etc."

From Cornell University Dr. Gloria Joseph writes [15]"All and any types of programs that will enable students who have been deprived of adequate education and who lack finances to attend college should be introduced to all colleges throughout the United States."

Harry Hamilton, Director of Educational Opportunities Program at State University of New York at Albany writes that [16]"Programs for rural poor; more comprehensive programs for all minority groups" are still needed.

The Coordinator of the Oneonta Opportunity Program, Jay M. Pawa, suggests that [17]"More and more the State Colleges should be reaching out to the hard core slum areas of the state. This means more remedial work and requires that the college consider revision of its curriculum to allow a place for a remedial reading course within the normal twelve unit load."

SUGGESTIONS FOR DEVELOPMENT OF NEW PROGRAMS

There are many different opinions relative to the development of new programs for the disadvantaged. As mentioned earlier in this study, there are those who feel that we are reaching only a small minority of the students who could benefit from special attention. Also, there are those who feel we do not need more programs for the disadvantaged but that we merely need to improve existing programs.

Typical of many replies about the development of new programs is the comment from a university which suggests [18]"Before a program is launched,

all segments of the academic community should contribute to its development at all levels."

An outline which includes many of the individual comments of other replies comes from John Benson, State University at Binghamton. He suggests that those contemplating a program for the disadvantaged:

[19]"a) Consider carefully your school's strengths and specialities in terms of the needs which can be realistically met. It seems that program emphasis should vary.

b) Involve all elements of college community in planning. Establish clear lines of responsibility for the program and develop effective communications procedure. Utilize ad hoc faculty committee.

c) Don't be afraid to depart radically from the usual admissions procedures.

d) Have at least one person devoted full-time to the program. (Don't leave it up to several on a part-time basis.)

e) Have exceptional options available to students, which, for example, will allow a reduction of pressure for grades during their first few semesters. Don't modify expectations in regular classes.

f) Develop an effective tutorial program. For freshmen this should be structured.

g) Have new students take a reduced course load at least for the first term.

h) Maintain frequent contact with each student during early terms. (This will be interpreted by most students as caring rather than intrusion.)

i) Establish contact with other schools so that you can effectively work out transfers for those who do not fit.

j) The most important suggestion I could make would be to talk regularly

with people from other colleges who are getting involved in this business. We're all in the same boat and need to share ideas."

From State University at Albany comes Harry Hamilton's suggestion: [20]"Put someone in charge who is deeply committed to the idea, obtain the backing of the institution, and get to work; details can be worked out as you go along. Action should take place immediately; Financial Aids people, residence staff, admissions people and the registrar should be in on all planning; dedicated people should have priority over trained administrators who see this as just another job" in administering the program.

Finally, from Handsel Mimyard of Fordham University, comes the admonition that [21]"First you must be willing to commit yourself. This means a commitment of money and personnel. The commitment of the funds, if you have them, is an administrative one and is easy to make. The commitment of the personnel, particularly the faculty, is one that can only be made by the individuals. Unless you have a large number of faculty members who are willing to devote their time and energies to these students in an unpatronizing manner, I would suggest that you not begin any program . . . people must be willing to accept the students as they are and the things they have to offer and not, I repeat <u>not</u> attempt to make them something they are not."

Those of us involved with the State University might like separate and more specific outlines of what is being done on the various campuses than the one I have made available on colleges in general. Of the thirty-six two-year schools (State affiliated) contacted, twenty-nine schools replied and twenty-five of these currently have active programs. Two of those indicating that they have no organized and active program on campus do, however, give special financial and/or admission consideration to students from socially and/or economically disadvantaged environments. Three of the seven schools not reporting are known to have programs for the disadvantaged.

The majority of the colleges reporting have programs for students who have been admitted to the college. These programs range from merely identifying and admitting (with financial assistance) certain disadvantaged students to a full program of special admissions criteria, intensive counseling and guidance, special program planning, and academic tutoring.

Of the twelve State University Centers and State University Colleges replying, all have active programs at present. The Medical Centers and two of the State University Colleges did not reply.

The range of programs is much the same as with the two-year schools, but with an even greater percentage of the colleges aiming their programs at admitting and assisting students in a college program leading to a degree.

Following is a list of state-affiliated schools with the name and/or type of program in progress at the school. The contract schools do not report programs apart from the parent school.

TWO YEAR COLLEGES

ORGANIZED PROGRAM IN PROGRESS	NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL OF OPERATION	TYPE OF STUDENT
No	Adirondack Community College	No formal program		
Yes	Auburn Community College	Identification of Negro students & financial aid	Pre-college	No preference
Yes	Borough of Manhattan Community College	Recruiting procedure and pre-college prep. courses	Pre-college	--
Yes	Bronx Community College	College Discovery Program	College	High risk
No	Broome Technical Community College	No Program		
Yes	Corning Community College	Spark	College	--
Yes	Dutchess Community College	Summer College Admission Program (SCAAP), Non-credit English, reading, math courses	College	High risk and average or better
Yes	Erie County Technical Institute	Technical terminal program SEEK students	College	High risk
Yes	Fashion Institute of Technology	Pre-technical	Pre-college	Average or better
Yes	Fulton-Montgomery Community College	General Education	College	High risk
No	Genesee Community College	No Program		
No	Herkimer County Community College	No Program		
No	Hudson Valley Community College	No Program		
Yes	Jamestown Community College	Cooperates with Fredonia	College	--

ORGANIZED PROGRAM IN PROGRESS	NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL OF OPERATION	TYPE OF STUDENT
No	Jefferson Community College	No Program		
Yes	Kingsborough Community College	Upward Bound, College Discovery	College and Pre-college	High risk
Yes	Mohawk Valley Community College	Suitable Program of studies and financial aid	College	High risk
Yes	Monroe Community College	Upward Bound	Pre-college	--
Yes	Nassau Community College	Project Opportunity	Pre-college	High risk and average or better
Yes	New York City Community College of Applied Arts and Sciences	College Discovery, SEEK, Programs for Para-professionals, Social Service aides and Teacher Aides	Pre-college and college	High risk and average or better
Yes	Niagara County Community College	SEEK	Pre-college and college	Average or better
Yes	Onondaga Community College	General Studies	College	High risk
Yes	Orange County Community College	Remedial Program	Pre-college	High risk
Yes	Queensborough Community College	College Discovery	College	High risk
Yes	Rockland Community College	College Foundation Program	Pre-college	High risk
Yes	Staten Island Community College	College Discovery	College	High risk
Yes	Suffolk County Community College	(STEP) Suffolk's Traditional Ed. Program	College	High risk
Yes	Sullivan County Community College	Orientation Program for junior high school students	Pre-college	High risk

ORGANIZED PROGRAM IN PROGRESS	NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL OF OPERATION	TYPE OF STUDENT
Yes	Ulster County Community College	Developmental		
No	Westchester Community College	No Program		
Yes	State University of New York Agricultural and Technical College at Alfred	Educational Development Program	College	High risk
Yes	State University of New York Agricultural and Technical College at Canton	College Opportunity	Pre-college	High risk
Yes	State University of New York Agricultural and Technical College at Cobleskill		College	High risk
Yes	State University of New York Agricultural and Technical College at Delhi	Delaware County Disadvantaged	Pre-college	--
Yes	State University of New York Agricultural and Technical College at Morrisville	Opportunity Program	College	High risk
	State University of New York Agricultural and Technical College at Farmingdale			

CENTERS AND FOUR YEAR SCHOOLS

ORGANIZED PROGRAM IN PROGRESS	NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL OF OPERATION	TYPE OF STUDENT
Yes	State University at Binghamton			
Yes	State University at Albany	Educational Opportunities Program	College	High risk
Yes	State University at Buffalo	SEEK	Pre-college	High risk and average or better
Yes	State University at Stony Brook	Upward Bound, Special Opportunity Program	Pre-college and college	High risk
	Downstate Medical Center			
	Upstate Medical Center			
Yes	Maritime College, State Univer.	Summer Institute, want to develop a tutoring program	Pre-college and college	Undecided
Yes	State University College at Brockport	Summer Start	College and pre-college	
Yes	State University College at Cortland	Project Opportunity	College	
	State University College at Fredonia		College	
	State University College at Geneseo			
Yes	State University College at New Paltz	Project A	College	High risk
Yes	State University College at Oneonta	Oneonta Opportunity Project	College	Both high risk and average or better

It becomes obvious that a very high percentage of New York's state affiliated schools are actively involved in programs for the education of the disadvantaged young people of the state. Many of those involved appear to have programs which reach the student while he is still in high school. This helps to prepare the disadvantaged youngster to cope with the higher education system which he hopefully will have a chance to enter.

However, although there are the many programs with pre-college emphasis, approximately seventy-five per cent of the two year New York State institutions reporting also have a program which deals with the disadvantaged student who has actually been admitted to college. Of the fourteen colleges and university centers contacted, twelve reported such programs and two colleges did not report at all. No answers were received from the Medical Centers.

When making a comparison between the state affiliated schools and all schools contacted in the state we find that:

A) State affiliated schools contacted (excluding Medical Centers and contract schools) 50

Number reporting back 41

Number reporting programs 37

Number reporting no program 4

This information indicates that roughly 90 per cent of the state affiliated schools reporting back do actually operate programs for the disadvantaged.

B) Total of all schools contacted . . . . . .167 (state included)

Number reporting back 134

Number reporting programs 86

Number reporting no program 46

Schools reporting they have closed 2

This information indicates that roughly 64 per cent of all colleges and universities in New York State do actually operate programs for the disadvantaged.

If the non-state affiliated schools are considered apart from the state affiliated schools, one can observe that a much larger percentage of state affiliated schools than non-state affiliated schools actually have organized programs for the disadvantaged.

C) Total of non-state affiliated schools reporting back 93

Number reporting programs 45

Number reporting no program 46

Schools reporting they have closed 2

This information obviously indicates that roughly 49 per cent of New York State's private colleges and universities do actually operate programs for the disadvantaged.

One might conclude then that New York State affiliated schools are involved in programs for the disadvantaged student at a ratio of almost two-to-one higher than non-state affiliated schools. It is important to note, however, that there is a wide discrepancy in the degree of involvement from one school to another. For instance, Syracuse University reports having a total of seventy formal programs for the disadvantaged in operation on campus. Most state, and non-state, programs indicate a much more limited involvement than this.

The actual kinds of involvement appears to be much the same as is true for all schools in general. The type of involvement is very much individualized from school to school.

It may be well to note the dearth of programs for the rural disadvantaged as the preponderance of programs tend to reach out to urban disadvantaged. Only a very few rural colleges attempt to meet the needs of the rural disadvantaged.

TWO YEAR COLLEGES

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
Academy of Aeronautics	Pre-technology Program	Pre-college	High risk
Adirondack Community College	No formal Program		
Auburn Community College	Identification of Negro students and financial aid	Pre-college	No preference
Bennett College	Upward Bound	Pre-college	High risk and average or better
Bronx Community College	College Discovery Program	College	High risk
Broome Technical Community College	No program		
Buffalo Diocesan Preparatory Seminary	No program		
Cathedral College			
Catherine McAuley College			
Cazenovia Junior College	To offer a college opportunity	College	High risk and average or better
College of the Holy Names			
Concordia Junior College	Remedial English, math, study habits	College	High risk
Corning Community College	Spark	College	
Dutchess Community College	Summer College Admission Program (SCAAP), non-credit English, reading math courses	College	High risk and average or better
Elizabeth Seton College	No program		
Epiphany Apostolic College	No program		

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
Erie County Technical Institute	Technical terminal program SEEK students	College	High risk
Fashion Institute of Technology	Pre-technical	Pre-college	Average or better
Finch College	Financial Aid, remedial courses, special counseling	College	
Fulton-Montgomery Community College	General Education	College	High risk
Hillside Hall			
Hudson Valley Community College			
Immaculata College			
Jamestown Community College	Cooperates with Fredonia	College	
Jefferson Community College	No program		
Junior College of Albany	No program		
Junior College of the Parker Collegiate Institute	No program		
Junior College of St. John's University	Community and university services in education	Elementary & adult level	High risk
Kingsborough Community College	Upward Bound, College Discovery	Pre-college and college	High risk
Laboratory Institute of Merchandising	No program		
LaSalette Seminary			
Manhattan Community College	Recruiting procedure and pre-college prep. courses	Pre-college	

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
Maria College of Albany			
Maria Regina College			
Mater Christi Seminary			
Mater Dei College			
Mechanics Institute			
Mohawk Valley Community College	Suitable program of studies and financial aid	College	High risk
Monroe Community College	Upward Bound	Pre-college	
Nassau Community College	Project Opportunity	Pre-college	High risk and average or better
New York City Community College of Applied Arts and Sciences	College Discovery, SEEK, Programs for Para-professionals, Social Service aides and Teacher aides	Pre-college and college	High risk and average or better
Niagara County Community College	SEEK	Pre-college and college	Average or better
Onondaga Community College	General Studies	College	High risk
Orange County Community College	Remedial Program	Pre-college	High risk
Our Lady of Hope Seminary			
Paul Smith's College			
Presentation Junior College of the Sacred Heart	No program		
Queen of the Apostles College	No program		
Queensborough Community College	College Discovery	College	High risk

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
RCA Institutes, Inc.	Television and Serviceman Repair course	Technical training level	High risk
Rockland Community College	College Foundation Program	Pre-college	High risk
St. Clare College	No program		
St. Joseph's Seraphic Seminary	No program		
St. Pious X Preparatory Seminary	No program		
Sancta Maria Junior College	No program		
State University of New York Agricultural and Technical College at Alfred	Educational Development Program	College	High risk
State University of New York Agricultural and Technical College at Canton	College Opportunity	Pre-college	High risk
State University of New York Agricultural and Technical College at Cobleskill		College	High risk
State University of New York Agricultural and Technical College at Delhi	Delaware County Disadvantaged	Pre-college	
State University of New York Agricultural and Technical College at Farmingdale			
State University of New York Agricultural and Technical College at Morrisville	Opportunity Program	College	High risk
Staten Island Community College	College Discovery	College	High risk

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
Suffolk County Community College	(STEP) Suffolk's Transitional Ed. Program	College	High risk
Sullivan County Community College	Orientation program for junior high school students	Pre-college	High risk
Ulster County Community College			
Villa Maria College of Buffalo	No program		
Voorhees Technical Institute	Pre-technical program	Pre-college	High risk
Wadhams Hall	No program		
Westchester Community College	No program		

COLLEGES AND UNIVERSITIES

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
Adelphi University	Identification and recruiting of students	College	High risk and average or better
Alfred University			
Bank Street College of Education	Special program with graduate students involved	College	
Bard College	Special student program	College	Average or better for the present
Barnard College	Special student program	College	Average or better
Brooklyn College	SEEK, Educational Opportunities Program, Small College Program	Pre-college and college	High risk
Canisius College	Martin Luther King Program	College	High risk and average
The City College			
The City University of New York-Teacher Education Division	College Discovery Program Prong I	College	High risk
Clarkson College of Technology	Community Involvement Program		
Colgate University	Opportunity Program	College	Average or better
College of Mount Saint Vincent	College Bound Program	Pre-college	Average or better
College of New Rochelle	College Bound Corp. of New York, second program helps high school seniors start college	Pre-college and college	High risk and average or better
College of Saint Rose	Growth and Progress (GAP)	Pre-college	Average or better
Columbia University	Upward Bound	Pre-college	High risk

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
The Cooper Union	Special recruiting procedure and financial aid	College	Average or better
Cornell University	Committee on Special Educational Projects (COSEP)	College	Average or better
D'Youville College			
Elmira College	Provide financial aid	College	High risk and average or better
Finch College	Financial Aid, remedial courses, tutoring, special curriculum, counseling	College	High risk and average
Fordham University	To give black and Puerto Rican students a college education	College	High risk and average or better
Good Counsel College			
Hamilton College			
Hartwick College	Identification and assistance in attendance	College	Average or better
Hobart & William Smith Colleges	Special admission and recruiting procedure, financial aid, remedial courses, tutoring, counseling and guidance	College	
Hofstra University	Upward Bound	Pre-college	
Houghton College			
Hunter College	Several programs	Pre-college and college	
Iona College	College level Instituted for Motivated Boys (CLIMB)	Pre-college and college	High risk

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
Ithaca College	Educational Opportunities Program	College	Average or better
The Jewish Theological Seminary of America			
Julliard School of Music			
Keuka College			
Ladycliff College			
LeMoyne College	Upward Bound	Pre-college	
Long Island University	Supportive Education	Pre-college	
Manhattan College	Identification of students and provide help for adjustment	Pre-college and college	Average or better
Manhattan School of Music			
Manhattanville College of the Sacred Heart	Project Share	College	High risk
Mary Rogers College			
Maryknoll Seminary			
Marymount Manhattan College	Enable high risk students to succeed in college	College	High risk
Mills College of Education	Special admissions, remedial courses, tutoring, special curriculum and counseling	College	
Mount St. Joseph Teacher's College			
Nazareth College of Rochester			
New School for Social Research			

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
New York University	Opportunities Program	College	High risk
Niagara University	Scholarships for disadvantaged minorities	College	High risk
Notre Dame College of Staten Island			
Nyack Missionary College			
Pace College	Career Management program for the disadvantaged	College	Average or better
Polytechnic Institute of Brooklyn			
Pratt Institute			
Queens College	Upward Bound	Pre-college	
Renssalaer Polytechnic Institute			
Roberts Wesleyan College	Admission of disadvantaged, reduced load	College	
Rochester Institute of Technology			
Rosary Hill College			
Russell Sage College			
St. Bernardine of Siena College			
St. Bonaventure University			
St. Francis College	Academic Opportunity Program	College	
St. John Fisher College	Upward Bound and Rise	Pre-college	
St. Johns University	College Bound Program (C.A.U.S.E.)	Pre-college and college	High risk

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
St. Josephs College for Women	New York College Bound Corp.	Pre-college	High risk
St. Josephs Seminary			
St. Lawrence University			
Sarah Lawrence College	Numerous courses and programs Upward Bound	Pre-college and college	
Siena College	Big Brother Progress and student-faculty tutorial	College	
Skidmore College	PEP, Head Start Supplementary training program	College and pre-college	High risk
State University College at Brockport	Summer Start	College and pre-college	
State University College at Buffalo	SEEK	Pre-college	High risk and average or better
State University College at Cortland	Project Opportunity	College	
State University College at Fredonia		College	
State University College at Geneseo			
State University College at New Paltz	Project A	College	High risk
State University College at Oneonta	Oneonta Opportunity Program	College	Both high risk and average or better
State University College at Oswego	Pilot Project	College	High risk
State University College at Plattsburgh	Upward Bound	Pre-college and college	
State University College at Potsdam	College Opportunities Program	College	Average or better

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
State University Maritime College	Summer institute, want to develop a tutoring program	Pre-college and college	Undecided
State University of New York at Albany	Educational Opportunities Program	College	High risk
State University of New York at Binghamton	To admit and support students not meeting usual admissions criteria	College	Average or better
State University of New York at Buffalo	Upward Bound, Experimental Program for Disadvantaged students, Student Tutorial programs	Pre-college and college	High risk
State University of New York at Stony Brook	Upward Bound, Special Opportunity Program	Pre-college and college	High risk
Syracuse University	70 specific programs	Pre-college and college	High risk and average
Teachers College, Columbia University			
Union College and University	Upward Bound	Pre-college	High risk
United States Merchant Marine Academy			
United States Military Academy			
University of Rochester	Upward Bound, Educational Opportunity Program	Pre-college and college	High risk
Vassar College	Non-matriculated Program	College	High risk
Wagner College	College Bound Corp., Seatlantic Fund, College Achievement Program	Pre-college and college	High risk

NAME OF SCHOOL	NAME OR TYPE OF PROGRAM	LEVEL	TYPE OF STUDENT
Webb Institute of Naval Architecture			
Wells College	Special recruiting, admission, financial aid procedures for disadvantaged, special courses, tutoring, counseling, curriculum	College	
Yeshiva University			

1. Egerton, John, "Higher Education for "High Risk" Students." (Southern Education Foundation, 811 Cypress Street N.E., Atlanta Georgia, 1968.)

2. Quotation from Dr. Samuel B. Gould, Chancellor, State University of New York. State University Newsletter, September 30, 1968, Albany, New York.

3. Cartter, Alan M., "American Universities and Colleges." (American Council on Education, Washington, D.C., 1964).

   Eskow, Seymour, "Barron's Guide to the Two-Year Colleges." (Barron's Educational Series, Inc., New York, 1967).

4. Quotation from Harland W. Hoisington, Columbia University.

5. Quotation from Dr. Gloria J. Joseph, Cornell University.

6. Quotation from Director of Human Resources, Barnard College.

7. Quotation from Dean W.F. Griffith, Colgate University.

8. Quotation from Harland W. Hoisington, Columbia University.

9. Quotation from Bruce O'Donnell, Hartwick College.

10. Quotation from Handsel B. Mimyard, Fordham University.

11. Quotation from Dean W.F. Griffith, Colgate University.

12. Quotation from Director of Human Resources, Barnard College.

13. Quotation from Dean W.F. Griffith, Colgate University.

14. Quotation from Dr. Rodney Felder, Finch College.

15. Quotation from Dr. Gloria Joseph, Cornell University.

16. Quotation from Harry Hamilton, State University of New York at Albany, New York.

17. Quotation from Jay M. Pawa, State University College at Oneonta, New York.

18. Quotation from Dean W.F. Griffith, Colgate University.

19. Quotation from John Benson, State University of New York at Binghamton.

20. Quotation from Harry Hamilton, State University of New York at Albany.

21. Quotation from Handsel Mimyard, Fordham University.